Ruff Outline—60 minute

1. Rationale (Kay’s quote)see (short article—wait time –find a quote that resonates for you. Highlight it. At the beginning of session have participants share their lines and why they highlighted. (5) ---Kay <http://www.nmsa.org/publications/webexclusive/assessment/tabid/1120/default.aspx>
2. Balanced Assessment Inventory (independent reflection—use at the end of the session to facilitate discussion and self-assessment) (3)
3. Overview session goals/essential questions and kud’s of session (2)
4. Here’s what (pieces—circle; why start with the end in mind?)(2)
5. So what..does that look like? (sample GRASPS—how does this align with stage one ; then what data will I need when beginning sequence of teaching and learning (stage 3) how will I use this data? How will I scaffold formative assessments to provide me with pulse checks and students with opportunities to reflect and refine prior to the summative assessment. (10-15)---Allison
6. Now what..does this look like in my subject? Scenarios (10-15)--Shared
7. Return to the Inventory and goals---discuss changes in perspective and questions that remain. (5)
8. SMART goal for a specific unit—GRT uses to inform planning with cluster teachers (Exit ticket—5)—Inventory revision—SMART goal section---Allison